Calling 999



**Group size**

Whole group

**Suggested timing**

20 minutes

**Method**

 Listening and discussion

**What you need**

****

**Calling 999 sound recording transcript**

**PowerPoint**

Learning objectives

* + - * Learn how to safely get help in an emergency, including calling 999
			* Understand what a phone call to 999 will be like, including what kinds of questions they might ask

## Overview

Learners listen to a recording of a first aid call and discuss the key information they would need to give to the call handler, and how they could stay calm.

## Preparation

## Show the call 999 transcript, either print off and hand out copies to be read by learners, or present the PowerPoint.

Familiarise learners with the ground rules for the session or establish ground rules. Assure learners are given opportunities to ask questions and have a way to ask anonymous questions if they wish to. For guidance on how to do these things, see the [Creating a safe, inclusive and supportive learning environment guidance.](https://firstaidchampions.redcross.org.uk/primary/guidance-and-support/)

## How to run the activity

## Write the word “emergency” on the board. Ask children if they know who could help them in a first aid emergency. Is there anyone they could turn to if they were on their own? Do they know the number to call? Write their ideas on the board. *They should say 999.* Ask when learners think it might be a good idea to call 999? What kind of help might someone need?

## Ask learners how confident they feel about calling 999. Rank themselves from 1 to 10, 10 being really confident.

## Show the transcript or hand out the worksheet. Read the transcript to learners or have them read it themselves individually or in small groups. *This transcript is based on a real 999 call that educators can listen to here:* <https://www.bbc.co.uk/news/av/uk-england-derbyshire-38321371/girl-six-calls-999-after-mum-collapses>.

## As a whole group discuss the following questions:

## Was the little girl right to call 999? How did she know she should call? *(Yes, she knew she should call because her mum suddenly became unresponsive. She didn’t know how to tell if she was breathing, but she knew that something was wrong).*

## What questions were asked by the person on the call? *(What emergency service they needed, where they lived, what had happened, how old they were/their name, whether the ambulance had arrived – let learners know that it might not always be these exact questions in this order, depending on what happens and how old the person is, the people on the phone might explain what you can do to help the person, for example, how to give chest compressions if they are breathing and unresponsive. The key questions they will always ask is: 1. What emergency service you need? Where are you? What happened? – so they know how serious it is and what help might be needed)*

## What information will they want you to give them? *(Where you are and what happened are the most important things to tell them).*

## Extension questions:

## What happened if shedidn’t know the exact answer to any questions? (*It didn’t matter – it was important she answered as best as she could and said what she did know*.)

## Is knowing when to call 999 an important part of first aid? (*Yes, calling 999 is something you can always do to help, even if you are unsure what is wrong with the person or how serious it is. Call 999 and they will help).*

## Work through the multiple-choice questions in the PowerPoint to check what learners have learned.

## Stretch and challenge activities:

## Now ask learners to think what could have helped the girl to stay calm? *E.g. the person on the phone was kind, they focused on the questions.*

## Discuss how taking deep, slow breaths could help, or how knowing someone is coming to help might make someone feel better. Refer to the Practice coping skills teaching activity on the [coping skills page](http://firstaidchampions.redcross.org.uk/primary/kindness-and-coping/coping-skills) if you have done this activity, or ask learners to think of 5 things someone could do to feel better in this kind of situation.

## Work through Beth’s story on the PowerPoint or on the webpage with the group, if you have time you could also watch the [bleeding first aid film](http://firstaidchampions.redcross.org.uk/primary/first-aid-skills/bleeding).

## S:\CT\Education Team\Product development\Youth\FAE curriculum project\3. Creative\Visual guidelines\Icons, illustrations, templates_final\Extras\BRC_FirstAid_Arrow_Solid_Colour_Mustard.pngSumming up

## Ask children what they have learned and emphasise these key points:

## 1. Recognise that someone is ill or injured and needs help from a doctor quickly

## 2. Call 999 and ask for an ambulance

## 3. Listen to the call handler and answer their questions as best as you can

## Now return to the [Calling 999 page](http://firstaidchampions.redcross.org.uk/primary/safety/calling-999) to help children role-play calling the emergency services with the Calling 999 – practise teaching activity.